

Movement Fundamentals through Classroom Topics: Letters, Numbers, Colors, Weather, and Animals

Name: Oliver Myers

Date: 3/3/2023

Colorado State University Dance
Dance Education: Incorporating Dance Movement into K-12 Schools
2016 Lesson Plan Project

CSU Dance Unit Overview

Professor Lisa Morgan, Katie McClendon, Aminta Remisosky
Funded by: Lilla B. Morgan Memorial Endowment

UNIT OVERVIEW		
Colorado Dance Standards		
Standard (s)	Grade Level Expectation(s) (GLE)	Code
1: Movement Technique and Performance 2: Create, Compose, and Choreograph 4: Reflect, Connect, and Respond	Connect dance to the world around the student	
	Accurately demonstrate simple movement sequences	
	Develop safe movement practices	
	Explore movement based on a variety of inspirations	
	Create and demonstrate simple movements base on play and improvisation	

Unit Title: Movement Fundamentals through Classroom Topics: Letters, Numbers, Colors, Weather, and Animals	Length of Unit: Three 45 min. Lessons
Unit Description: The unit combines dance fundamentals of Body, Space, and Time with classroom concepts including color, letters, numbers, weather, and animals. Each lesson focuses on one of the three fundamental dance concepts in conjunction with the concepts the classroom is focusing on. These lesson plans are also designed to take into account the interests of the students. They are designed for an integrated services classroom, so the activities are highly adaptable and intended to be multisensory—visuals, props, and music are used heavily.	
Lesson 1 Title: Classroom Basics and Body	Length of Lesson: 45 min
Lesson 1 Description: This lesson focuses on the various ways we can use our body in conjunction with letters, numbers, and colors. It focuses on establishing basic locomotor movements such as marching, sliding, and spinning. It also introduces the concept of choreography and improvisation based on color.	
Lesson 2 Title: Weather and Time	Length of Lesson: 45 min
Lesson 2 Description: This lesson focuses on the relationship between time in dance and weather. It uses percussion instruments and the body to mimic the rhythms of various forms of weather to teach concepts relating to time, including intensity, even and unevenness, and purposeful movement response to auditory input.	
Lesson 3 Title: Spring Animals and Space	Length of Lesson: 45 min
Lesson 3 Description: This lesson focuses on use of space through a lens of spring animals. It will teach both stationary and locomotor animal-inspired movements, with a focus on level changes and non-linear paths through space.	

UNIT MAP



Lesson 3: Space with Animals

Unit: Body, Space, and Time through Classroom Topics

INTEGRATED LESSON PLAN		
Unit Title: Movement Fundamentals through Classroom Topics: Letters, Numbers, Colors, Weather, and Animals	Author: Oliver Myers	Date: 2/22/23
Lesson Title: Classroom Basics and Body	Lesson: # 1/3	
Age/Grade Level: Integrated Services—aiming for 1st grade	Lesson Length: ~45 min	
Academic Subject(s): Letter shapes and sounds, numbers, and colors		
Co. Academic Dance Standard(s)	Grade Level Expectation (s)	
1. Movement Technique and Performance	Accurately demonstrate simple movement sequences Develop safe movement practices	
2. Create, Compose, and Choreograph	Explore movement based on a variety of inspirations Create and demonstrate simple movements based on play and improvisation.	

Learning Objectives (2-3):

Students will:

Explore body as movement concept by being able to recognize and demonstrate a variety of locomotor movements, within their specific set of abilities.

Become familiar with movement in a classroom setting so that they are confident in making up a small gesture or movement based on a specific provided inspiration.

Guiding Questions (2-3):

What are different ways we can move through space?

How can we represent numbers, letters, and colors through movement?

Key DANCE Skills
Walk, crawl, march, slide, spin

Movement Elements/Vocabulary	Props/Visual Aids
BODY—walk, crawl, march, slide, float, core/distal, body halves, cross lateral SPACE—linear paths, stationary circle	Bubbles on projector: https://youtu.be/TlEbD5SA8aI Caitlynn's Cards, number and letter cards
	8 dots, rainbow ribbon rings
	Music
	Mission Impossible-The Piano Guys 4/4 Ice Skating-Alexandre Desplat 4/4 Bursting Your Bubble-Instrumental Jazz Lounge 4/4 Steam Train Chugging 2/4 Rainbow Connection-The Muppets 3/4

Prior Knowledge and Experience (Pre-Assessment): Students enjoy dancing, but don't have much experience in a formal dance lesson. They are frequently working on numbers, colors, and letters in the classroom. They are familiar with those concepts. Each student also has a few personal interests, including bubbles, spys, and trains.

MOVEMENT GUIDE

Class Section	Music/Props (include how they will be used)	Instructional Strategies / **Formative Assessments**
Greet *(Introduction to topic)*: Gather everyone in a circle. Introduce myself, explain that I'm here to dance with them today. Let them know that we'll also practice some numbers and letters while we dance.		Ask students to meet me on the carpet (pre-existing classroom strategy).

Engage (*Activate brain and body in preparation for movement*): Bubble brain dance: 1. Breathe: like blowing bubbles, in and out circle expansion with inhale/exhale 2. Tactile: Tap body like its covered in bubbles—popping 3. Core/distal: Grow big like a bubble, pop and get tiny 4. Head tail: Bubble on front and on back of body- arching forward, back and side around the bubble 5. Body halves: bubble around the part of the body that's not moving—don't pop it! Upper lower, side side 6. Cross lateral: Bubble on the knee, pop it with you other elbow, repeat with hands, feet 7. Vestibular: float, spin, wobble like a bubble, pop back to facing front on clap	Bubble projection video	Gauge level of engagement from each student to get an idea of how willing they will be to participate in the rest of the lesson.
Explore *(Introduce the curricular topic with guided exercises using movement vocabulary from the Elements of Dance):* How can we use our bodies to move across the room? Improv prompts based on student interests Start with walking to establish pathway across the space Float like a bubble Creep like a spy March like a train Glide like ice-skates	8 dots (2 groups of four, one dot on each side of the room), playlist from Standards assignment https://open.spotify.com/playlist/6udql2YYCGXA8RkBN1OeU1?si=632db28df8e84193 Music is intended to match the movement prompts	Give a few options for each prompt so the students have choices. Gauge how quickly everyone is catching on to each movement, slow down if students are confused, work one-on-one if needed.
Develop *(Focus on dance skills independent or correlating to academic topics):* How can we make up our own movements based on prompts? Letter sounds and shapes: Can you make the shape of the letter that makes this sound with your whole body? Numbers: Line up, "Can you make a number one with your body?" Next student in line "Can you make a number 2?" etc. Have students help me with which numbers come next. Give option to jump the number of times or make the shape lying or sitting down.	Visual aids of numbers and letters for students to refer to.	Ask students to help one another if they're struggling, stick to only numbers or letters if this activity is taking a long time.

Create *(Student created movement displaying understanding and application of topics and skills):* Create a rainbow dance together, movement sentence style. Ask students favorite colors, have everyone come up with a movement that they think describes that color one at a time so we can each learn the moves. Then do them in rainbow order as a group, and if we're up for the challenge, try mixing up the colors.	Rainbow Ribbons Rainbow Connection: https://youtu.be/awhyiBv-oQc They frequently dance to Disney music in class, so I'm hoping this activity can be a structured play on that.	Allow students to pick their colors, put a limit on the length of the movements
Reflect *(Discuss and assess what was learned):* "Can you show or tell me what your favorite dance move we did today?" "How are you feeling right now? Can you show me with your body?" Have Caitlynn's cards available throughout		Asking these questions throughout the lesson to assess what students are enjoying
Resources: **Colorado Academic Dance Standards (1st Grade)** **Brain Compatible Dance Education by Anne Green Gilbert**		

INTEGRATED LESSON PLAN

Unit Title: Movement Fundamentals through Classroom Topics: Letters, Numbers, Colors, Weather, and Animals	Author: Oliver Myers	Date: 2/22/23
Lesson Title: Weather and Time	Lesson: # 2/3	
Age/Grade Level: Integrated Services—aiming for 1st grade	Lesson Length: ~45 min	
Academic Subject(s): Weather		

Co. Academic Dance Standard(s)	Grade Level Expectation (s)
1: Movement, Technique, and Performance	Accurately demonstrate simple movement sequences, develop safe movement practices.
4: Reflect, Connect, and Respond	Connect dance to the world around the student.

Learning Objectives (2-3):

Students will:

Relate their classroom weather lessons to movement through changing the intensity and frequency of their movement.

Explore time as a movement concept by creating and/or repeating rhythms using instruments and their bodies.

Guiding Questions (2-3):

How can we move in ways that are inspired by weather?

How does rhythm and time influence the way we move?

Key DANCE Skills

Counting even and uneven rhythms, using those rhythms as we locomote around the room, walking, spinning, march, creep, glide

Movement Elements/Vocabulary	Props/Visual Aids
TIME-Rhythm, Beat BODY-Locomotor movements: walk, march, creep, glide, spinning	Bubble projection video https://youtu.be/TlEbD5SA8aI

	Shakers, 8 dots (2 groups of four, one dot on each side of the room), Caitlynn's cards
	Music
	Various weather videos (Double as visual aids): None of these have a specific meter Rain: https://www.youtube.com/watch?v=8plwv25NYRo Thunderstorm: https://www.youtube.com/watch?v=CRtLJ0dS6C4 Snow: https://www.youtube.com/watch?v=vz91QpgUjFc Sunny: https://www.youtube.com/watch?v=vz91QpgUjFc Windy: https://www.youtube.com/watch?v=RZSht3nW9lM

Prior Knowledge and Experience (Pre-Assessment): Students enjoy dancing, but don't have much experience in a formal dance lesson. They are working on weather in March, so the should be familiar with these concepts as this lesson will be on the last Thursday of March.

MOVEMENT GUIDE

Class Section	Music/Props (include how they will be used)	Instructional Strategies / **Formative Assessments**
Greet *(Introduction to topic)*: Reintroduce myself and dance concepts. Ask what they've been learning about weather. Ask them to recall some of what we practiced/learned last week, especially the rainbow dance, which ties into weather.		Refresh students and check in on how everyone is doing that day-energy level, willingness to participate
Engage (*Activate brain and body in preparation for movement*): Bubble brain dance: 1. Breathe: like blowing bubbles, in and out circle expansion 2. Tactile: Tap body like its covered in bubbles—popping 3. Core/distal: Grow big like a bubble, pop and get tiny 4. Head tail: Bubble on front and on back of body- arching forward, back and side around the bubble 5. Body halves: bubble around the part of the body that's not moving—don't pop it! Upper lower, side side	Bubble projection video https://youtu.be/TlEbD5SA8aI	Repeat this for familiarity to help engage everyone again. Gauge level of engagement from each student to get an idea of how willing they will

6. Cross lateral: Bubble on the knee, pop it with you other elbow, repeat with hands, feet 7. Vestibular: float, spin, wobble like a bubble, pop back to facing front on clap		be to participate in the rest of the lesson
Explore *(Introduce the curricular topic with guided exercises using movement vocabulary from the Elements of Dance):* Pass out percussion instruments. What rhythm does rain make? Change with how hard the rain falls, slow for sprinkling, fast for pouring. Thunder and lightning: practice making a big boom and then stopping. Wind: passing the rhythm around the circle Repeat with patting legs and using feet on the floor.	Shakers	Monitor noise levels and switch to patting legs if the room gets too loud
Develop *(Focus on dance skills independent or correlating to academic topics):* Move around the room at different rhythms, using the locomotor movements from last week (float, creep, march, glide, walk). Use clapping to practice keeping consistent time as we move.	8 dots (2 groups of four, one dot on each side of the room).	Give a few options for each prompt so the students have choices. Gauge how quickly everyone is catching on to each movement, slow down if students are confused, work one-on-one if needed.
Create *(Student created movement displaying understanding and application of topics and skills):* Weather improvisation: Use videos and sounds of different kinds of weather. Have many videos prepared, but use types of weather suggested by the students.	Various weather videos: Rain: https://www.youtube.com/watch?v=8plwv25NYRo Thunderstorm: https://www.youtube.com/watch?v=CRtLJ0dS6C4 Snow: https://www.youtube.com/watch?v=vz91QpgUjFc Sunny: https://www.youtube.com/watch?v=vz91QpgUjFc Windy: https://www.yout	Allow students to dance together and help each other out Ask them to help me pick different kinds of weather to help them stay engaged Demonstrate clearly and with many different options for each type of weather

	ube.com/watch?v=RZSht3nW9lM These videos are intended to provide natural rhythms for the students to respond to.	
Reflect *(Discuss and assess what was learned):* "Can you show or tell me what your favorite dance move we did today?" "How are you feeling right now? Can you show me with your body?" Have Caitynn's cards available throughout		Asking these questions throughout the lesson to assess what students are enjoying
Resources: **Colorado Academic Dance Standards (1st Grade)** **Brain Compatible Dance Education by Anne Green Gilbert**		

INTEGRATED LESSON PLAN

Unit Title: Movement Fundamentals through Classroom Topics: Letters, Numbers, Colors, Weather, and Animals	Author: Oliver Myers	Date: 3/3/23
Lesson Title: Spring Animals and Space	Lesson: # 3/3	
Age/Grade Level: Integrated Services—aiming for 1st grade	Lesson Length: ~45 min	
Academic Subject(s): Spring Animals		

Co. Academic Dance Standard(s)	Grade Level Expectation (s)
1: Movement, Technique, and Performance	Accurately demonstrate simple movement sequences, develop safe movement practices.
2: Create, Compose, and Choreograph	Explore movement based on a variety of inspirations, create and demonstrate simple movements based on play and improvisation.

Learning Objectives (2-3):

Students will:

Review their lessons on spring animals by learning and be able to repeat animal yoga poses.

Explore a variety of paths through the space in the classroom by navigating an obstacle course.

Guiding Questions (2-3):

How can we mimic animal shapes and pathways through movement?

How can we use space and pathways while we move?

Key DANCE Skills

Yoga poses, crawl, hop, level-changes, spinning, walk, march, slide/glide, frog jumps

Movement Elements/Vocabulary	Props/Visual Aids
BODY: Different uses of the limbs for yoga, body responding to different prompts in the obstacle course SPACE: non-linear paths through space, levels	Slides with pictures of each pose and the animal, Caitlynn's cards
	Scarves as flower petals, dots for puddles and lily pads

TIME: Slowness of yoga, faster movement through the obstacle course	Music Music for yoga: Calming music: https://open.spotify.com/track/4oAVmszDgIihib6QBxqjEh?si=567fb5cfab874131 Carnival of the animals: Aviary 4/4 Introduction 4/4 https://open.spotify.com/album/3NVmKlccLYJYwdVBmSacag?si=QlceiA4lSoO2GFdD0xndlw

Prior Knowledge and Experience (Pre-Assessment): Students enjoy dancing, but don't have much experience in a formal dance lesson. They are working on spring animals in April. This lesson will be during the first week of April, so the content will be new. I will be prepared to provide a lot of examples if the kids aren't feeling comfortable enough with the content to help me out yet.

MOVEMENT GUIDE

Class Section	Music/Props (include how they will be used)	Instructional Strategies / **Formative Assessments**
Greet *(Introduction to topic)*: Reintroduce myself and dance concepts. Ask what they've been learning about animals. Ask them to recall some of what we practiced/learned last week about rhythm.		Ask students to meet me on the carpet (pre-existing classroom strategy).
Engage (*Activate brain and body in preparation for movement*): Bubble brain dance: 1. Breathe: like blowing bubbles 2. Tactile: Tap body like its covered in bubbles—popping 3. Core/distal: Grow big like a bubble, pop and get tiny 4. Head tail: Bubble on front and on back of body- arching forward, back and side around the bubble 5. Body halves: bubble around the part of the body that's not moving—don't pop it! Upper lower, side side 6. Cross lateral: Bubble on the knee, pop it with you other elbow, repeat with hands, feet	Bubble projection video	Gauge level of engagement from each student to get an idea of how willing they will be to participate in the rest of the lesson.

7. Vestibular: float, spin, wobble like a bubble, pop back to facing front on clap		
Explore *(Introduce the curricular topic with guided exercises using movement vocabulary from the Elements of Dance):* Teach various animal-named yoga poses, especially focused on the animals they've been talking about in class. Take student suggestions for animals. (Birds, deer, rabbit, etc. Check with teacher on specific animals)	Calming music: https://open.spotify.com/track/4oAVmszDgIihib6QBxqjEh?si=567fb5cfab874131 Slides with pictures of each pose and the animal	Clearly demonstrating each pose Simplification/adaptation to adjust for the students' abilities
Develop *(Focus on dance skills independent or correlating to academic topics):* Spring-themed obstacle course: Hibernation (levels, body), walk through the last snow (slow, slushy), splash in puddles (stationary hopping/jumping on dots), bloom like new flowers (stationary, levels), frog jumps (dots as lily pads), rabbit hole (levels). Non-linear paths through the classroom	Scarves as flower petals, dots for puddles and lily pads Carnival of the animals: The Aviary https://open.spotify.com/album/3NVmKlccLYJYwdVBmSacag?si=QlceiA4lSoO2GFdD0xndlw Spring-like music to help with the imagery of the obstacle course	Establish clear path through the course, give everyone a turn/space at each station
Create *(Student created movement displaying understanding and application of topics and skills):* Each student comes up with a locomotor movement for their favorite animal that we talked about. Then make up phrases using everyone's movements, moving throughout the classroom. If they're up for it, have the student who made up the movement lead around the room.	Carnival of the animals: Introduction https://open.spotify.com/album/3NVmKlccLYJYwdVBmSacag?si=QlceiA4lSoO2GFdD0xndlw Music to add another sensory aspect and to help the activity feel	Remind/provide examples of locomotor movements, let students pick their animals to keep them engaged

	more like a performance. Bring back slides from yoga for kids to refer to	
Reflect *(Discuss and assess what was learned):* "Can you show me what your favorite dance move we did today?" "How are you feeling right now? Can you show me with your body?" Have Caitlynn's cards available throughout	Caitlynn's cards	Asking these questions throughout the lesson to assess what students are enjoying
Resources: **Colorado Academic Dance Standards (1st Grade)** **Brain Compatible Dance Education by Anne Green Gilbert**		